

Cooperative Education

Guidelines and Procedures Manual



Office of Career and Technical Education
Center for School Improvement and Performance
Indiana Department of Education
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Preface

Cooperative education has been a widely utilized work-based method of instruction in Indiana for many years. This instructional strategy is invaluable in allowing students to gain skills in their selected career cluster/pathway. Further, students have the opportunity to apply the knowledge and skills learned in both academic and elective classes when participating in cooperative education. Cooperative education programs empower students to be responsible, ethical, and productive employees—characteristics essential for life in the 21st century. Establishing and maintaining quality cooperative education programs is imperative in fostering the development of these vital characteristics.

Assisting students in making the transition from school to the workplace and understanding the correlation between school and the workplace has become vital to every student's future success. Students must be adequately prepared for this transition. Whether a student leaves high school and goes directly into the workplace, attends a two-year or a four-year university, enrolls in an apprenticeship program, or enlists in the military, a cooperative education experience will benefit all students as they continue to pursue their career interests.

To ensure that a cooperative education experience is beneficial for students, those involved in education must partner with the community to ensure that the necessary skills and competencies are taught. Consequently, students will be equipped to meet the future needs and demands of business, industry, and labor. The partnership between the school and community is vital to the success of a quality cooperative education program.

This manual has been developed to improve the quality of cooperative education in Indiana public schools and to ensure compliance with federal and state legislation pertaining to cooperative education. The Indiana Department of Education has adopted the guidelines and procedures in this manual to ensure the quality of all cooperative education programs in the state. This manual serves as a tool to assist administrators and teacher-coordinators in establishing productive and effective cooperative education programs. The guidelines and policies in this manual address operational issues, federal standards, and state administrative codes which, if followed, provide consistency in the operation of all cooperative education programs.

This manual can assist administrators and teacher/coordinators in meeting the challenges of implementing cooperative education programs. This manual serves as a:

- detailed guide for individuals who are developing new cooperative education programs.
- comprehensive reference for individuals who already have cooperative education programs in place.
- resource document with materials such as: responsibilities, sample forms, committee organization.
- reference guide to assist schools in implementing the Indiana Code for cooperative education programs.

For further information on cooperative education programs, contact Lloyd Garrison, Program Specialist for Cooperative Education, at 317-232-6989 or lgarrison@doe.in.gov.

Introduction

Mission Statement

The mission of cooperative education is to provide relevant learning opportunities for students by connecting classroom instruction and on-the-job training in their chosen career cluster/pathway.

Purpose of the Manual

This guidelines and procedures manual has been developed to ensure consistency in the implementation and operation of cooperative education programs throughout the state of Indiana.

What is Cooperative Education?

Cooperative education is defined as a method of instruction that enables students to integrate academic and technical classroom instruction with on-the-job training in a selected career cluster/pathway. Emphasis is placed on the students' education and employability skills in their chosen career cluster/pathway.

"Many students just drift through school. Suddenly, when they graduate, they realize they have no idea in the world of how to get a job. . . . We never make the basic connection between learning, a paycheck and some basic career goals. We need to reinvent the American high school to find a way to catch the attention of these young people and help them get a focus in their lives a little easier."

Richard Riley, former U.S. Secretary of Education

[Indiana Administrative Code-Title 511, Article 8](#). The Vocational Education Indiana Administrative Code outlines cooperative education program requirements. *Italicized notations* in this manual refer to the Indiana Administrative Code.

The Indiana Administrative Code is Indiana law established by the Indiana General Assembly. Title 511 deals with the State Board of Education. Article 8 is one of 12 articles dealing with education—specifically vocational education and includes rules that shall be followed in Indiana schools. Cooperative education programs are designed around the administrative code and should adhere to the parameters as they are defined in the code.

Indiana Administrative Code—Title 511

Article 8. Vocational Education

Rule 1. Requirements for Vocational Program Approval

511 IAC 8-1-1 Approval of vocational programs

Authority: IC 20-1-1-6

Affected: IC 20-1-18

Sec. 1. All vocational programs, as required by IC 20-1-18.4-3, shall be approved by the Indiana state board of education in accordance with the workforce partnership plans submitted to the commission on vocational and technical education. Further, the local educational agencies shall comply with the policies and procedures as set forth in the "State Plan" for vocational education. (*Indiana State Board of Education; Rule V-1, Sec. 1; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3831; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-1-1) to the Indiana state board of education (511 IAC 8-1-1) by P.L.20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-1-2 Planning approval of vocational programs (Repealed)

Sec. 2. (*Repealed by Indiana State Board of Education; filed May 28, 1998, 4:57 p.m.: 21 IR 3833*)

Rule 2. General Criteria

511 IAC 8-2-1 Program criteria

Authority: IC 20-1-1-6

Affected: IC 20-1-1-6; IC 20-1-18.1

Sec. 1. Each school corporation seeking program approval for secondary level courses in vocational education must meet the criteria in this rule. (*Indiana State Board of Education; Rule V-2; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:47 p.m.: 21 IR 3831; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-2-1) to the Indiana state board of education (511 IAC 8-2-1) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-2 Credit

Authority: IC 20-1-1-6

Affected: IC 20-1-1-6; IC 20-1-18.1

Sec. 2. The school corporation shall ensure that students shall receive one (1) credit per semester toward graduation for each nominal hour of classroom or laboratory instruction. At least two (2) credits per semester shall be earned through on-the-job training in a cooperative education program. (*Indiana State Board of Education; Rule V-2, Sec 1; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3832; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-2-2) to the Indiana state board of education (511 IAC 8-2-2) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-3 Students; follow-up; nondiscrimination

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 3. The school corporation shall ensure that:

- (1) An organized follow-up of vocational graduates is accomplished on a one (1) year and five (5) year basis with results reported to the commission on vocational and technical education in accordance with the appropriate federal Classification of Instructional Programs (CIP) codes.
- (2) All classes are open to both sexes with the same effort to recruit males and females. All classes shall be in compliance with Title IX of the Education Amendments of 1972.
- (3) Disadvantaged and handicapped students shall be mainstreamed in regular vocational education programs whenever possible. Modification of programs and additional services are recommended to facilitate this inclusion where practicable. (*Indiana State Board of Education; Rule V-2, Sec 2; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3832; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-2-3) to the Indiana state board of education (511 IAC 8-2-3) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-4 Program requirements

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 4. The school corporation shall ensure that:

- (1) The student-to-teacher ratio for the program is commensurate with the particular program area.
- (2) Safety is taught as an integral part of the instructional program, both in the classroom and the training station.
- (3) The program is directly related to employment opportunities as classified in the most recent edition of the U.S. Department of Labor's Dictionary of Occupation Titles and Occupational Outlook Handbook. Individual student career objectives are on file within the school corporation.
- (4) Written program goals, objectives, or curriculum are available for each program area.

(*Indiana State Board of Education; Rule V-2, Sec 3; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3832; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-2-4) to the Indiana state board of education (511 IAC 8-2-4) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-5 Cooperative education; on-the-job training

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 5. The school corporation shall ensure that the following additional criteria are met:

- (1) A training agreement explaining the essential features of the program and outlining the responsibilities of each party concerned is on file for each student in the teacher-coordinator's office. The training agreement shall be signed by the student, employer, parent, and teacher-coordinator.

- (2) A schedule of on-the-job training experiences (training plan) for each student is drawn up cooperatively with each employer and is on file in the teacher-coordinator's office. All hazardous equipment to be operated by the student shall be identified in the training plan. The training plan shall be signed by the student, employer, parent, and teacher-coordinator.
- (3) Employment of students in the program complies with all state and federal laws pertaining to the employment of youth including minimum wage regulations.
- (4) Related classroom instruction is provided for all students. Credit given for the related classroom instruction is in addition to the credit given for on-the-job training.
- (5) Students shall be allowed time from their daily school schedule to participate in cooperative education.
- (6) Students shall be employed an average of not less than fifteen (15) hours per week during the school year. Modifications will be considered for disadvantaged and handicapped students.
- (7) The teacher-coordinator shall have time scheduled for coordination activities during the same time students are released for on-the-job training. *(Indiana State Board of Education; Rule V-2, Sec 4; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3832; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323) NOTE: Transferred from the commission on general education (510 IAC 8-2-5) to the Indiana state board of education (511 IAC 8-2-5) by P.L. 20-1984, SECTION 206, effective July 1, 1984.*

511 IAC 8-2-6 Teachers

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 6. The school corporation shall ensure that all teachers in each vocational program are appropriately licensed. All teachers of secondary vocational education in the public schools shall meet the certification standards as established by the professional standards board. *(Indiana State Board of Education; Rule V-2, Sec 5; filed Sep 29, 1978, 2:39 pm: 1 IR 864; filed May 28, 1998, 4:57 p.m.: 21 IR 3833; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323) NOTE: Transferred from the commission on general education (510 IAC 8-2-6) to the Indiana state board of education (511 IAC 8-2-6) by P.L. 20-1984, SECTION 206, effective July 1, 1984.*

511 IAC 8-2-7 Advisory committees

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 7. The school corporation shall ensure that an advisory committee is organized and functioning with meetings conducted each school year:

- 1) for the total vocational program in the school corporation; and
- 2) for each program area and/or, where appropriate, for each vocational program within the school corporation.

(Indiana State Board of Education; Rule V-2, Sec 6; filed Sep 29, 1978, 2:39 pm: 1 IR 864; filed May 28, 1998, 4:57 p.m.: 21 IR 3833; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323) NOTE: Transferred from the commission on general education (510 IAC 8-2-7) to the Indiana state board of education (511 IAC 8-2-7) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-8 Facility and equipment requirements

Authority: IC 20-1-1-6

Affected: IC 20-1-18.1

Sec. 8. The school corporation shall ensure that minimum space, facility, and equipment requirements for a vocational program are commensurate with the particular program area. *(Indiana State Board of Education; Rule V-2, Sec 7; filed Sep 29, 1978, 2:39 pm: 1 IR 864; filed May 28, 1998, 4:57 p.m.: 21 IR 3833; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323) NOTE: Transferred from the commission on general education (510 IAC 8-2-8) to the Indiana state board of education (511 IAC 8-2-8) by P.L. 20-1984, SECTION 206, effective July 1, 1984.*

Vocational-Technical and Cooperative Education

(511 IAC 6.1-5.1-10.1 and 511 IAC 8-2-5)

Introduction

Cooperative education is a unique educational strategy that combines on-the-job learning experiences with related classroom instruction in a career cluster/pathway directly related to a student's academic preparation and career objectives. Pursuant to changes adopted in 2005, the on-the-job experiences and related instruction are no longer separate courses but are combined into a single course.

The philosophy of cooperative education recognizes that classroom learning provides only part of the skills and knowledge students will need to succeed in their professions or career clusters/pathways. By creating opportunities to learn in the workplace, schools can help students develop and refine occupational competencies (attitudes, skills, and knowledge) needed to enter and succeed in a profession or career cluster/pathway, adjust to the employment environment, and advance in occupations of their choices.

The fundamental purpose of cooperative education is to provide students with opportunities to learn under real-work conditions. While participating in cooperative work experiences, students are actual employees of the hiring organization. These experiences must be related to student academic and career cluster/pathway goals. Ideally, students' work assignments and areas of responsibility should broaden as they gain experience on the job and increased responsibilities should occur as further education and training are attained.

A student training plan and a training agreement are required. The formal training plan for the cooperative education experience must be jointly developed by the student, parent, teacher, and employer and must set standards for the specific career cluster/pathway the student pursues. The plan must specify attitudes, skills, and knowledge that will be achieved and specifics of how they will be developed and reinforced through the on-the-job experience. Once the plan has been developed, a training agreement is written specifying the responsibilities of all parties involved. At the work site, students are placed under the direct supervision of experienced employees, called "training supervisors" who serve as the on-the-job trainers in accordance with the training plans and assist in evaluating the student's job performance.

A required component of the cooperative education program is classroom-based instruction that complements the work site experience. Related instruction incorporating activities connected to a student's career cluster/pathway objectives and workplace experiences must be provided concurrently with the workplace learning experience. The content for classroom instruction is derived from an analysis of standards to be achieved and competencies needed by individuals engaged in the specific and immediate requirements of the jobs in which students are receiving training. Content selected for classroom activities should help students meet the requirements of their career cluster/pathway goals.

The cooperative education program is a joint effort between the school and community. Program success depends upon mutual support. Advisory committees composed of business, industry, and/or labor partners assist in determining general program operating policies and procedures, participate in curriculum review and revision, and assist in promoting the program in the community.

Cooperative education programs must meet the following requirements:

- Students shall be employed an average of not less than fifteen (15) hours per week during the school year or a total of 540 hours over two semesters.
- Students earn credits for the related instruction portion of the class according to the state's definition of a credit. One credit equates to 250 minutes of instruction per week for one semester, and two credits equates to 250 minutes of instruction per week for the school year. Any deviation from the Indiana Administrative Code requires a waiver from the Indiana Department of Education.
- Student employment shall comply with all state and federal laws pertaining to employment of youth, including minimum wage regulations.
- Safety is taught as an integral part of the instructional program, both in the related instruction and at the training site.
- Students shall be allowed time from the daily school schedule to work at the participating employers' places of business.
- Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year.
- The teacher/coordinator shall have time assigned to supervise students and coordinate with work site personnel during the same time students are released for on-the-job training.
- Properly planned and organized student activities, coordinated with work-based learning experiences, supplement and enhance the cooperative education program. Therefore, participation in career and technical student organizations is an integral part of these programs. Leadership and career oriented activities of student organizations enhance students' occupational information and technical knowledge, build self-esteem, and provide students with solid job-seeking strategies and job success skills.

More specific details about cooperative education programs may be found throughout this manual and at: <http://www.doe.in.gov/octe/bme/curriculum/CooperativeEducation.htm>.

**BUSINESS COOPERATIVE EXPERIENCE
(RELATED INSTRUCTION/ON-THE-JOB TRAINING)**

5260

(BCE)

CIP Code: (Based on Student's Career Pathway)

Business Cooperative Experiences is a career and technical education business course that provides opportunities for students to gain skills and knowledge through on-the-job training and related classroom instruction. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities focused on career objectives and on-the-job training. Instructional strategies may include in-baskets, minibaskets, LAPS, and workflow simulations. Students participating in these structured experiences will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. Credit will be granted for both the related instruction and on-the-job training. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business-related activities.

- Recommended Grade Level: 12
- Required Prerequisites: Computer Applications and/or Business Technology Lab I or II or a minimum of 4 credits in a logical sequence of business courses from the student's career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm>
- Teacher Requirements: A vocationally licensed (CTE) business or marketing teacher must teach this course: <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) business or marketing teacher:
<http://doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
 - Arts, A/V Technology & Communications
 - Business, Management & Administration
 - Finance
 - Government & Public Administration
 - Hospitality & Tourism
 - Human Services
 - Information Technology
 - Law, Public Safety, Corrections & Security
 - Marketing, Sales & Service
 - Science, Technology, Engineering & Mathematics
 - Transportation, Distribution & Logistics
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

C'OFACS - COOPERATIVE OCCUPATIONAL FAMILY AND CONSUMER SCIENCES

5480

(COFACS)

CIP Code: (Based on Student's Career Pathway)

In *COFACS - Cooperative Occupational Family and Consumer Sciences* students prepare for a variety of Family and Consumer Sciences occupations and careers through teacher-coordinated, mentor-supervised work-based learning and school-based instruction (group and/or individual teaching/learning activities) related to the career area being studied. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Detailed standards/competency-based training plans related to the specific FACS career or career cluster of the student's choice are developed jointly by the teacher, the job-site mentor, and the student, and related instruction is developed to facilitate achievement of the standards and competencies in the training plan. A student portfolio to document achievement is required. Family, Career and Community Leaders of America (FCCLA) is the co-curricular organization for this course.

This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; Health Services; Education & Training; and Art, A/V Technology & Communications. It is recommended for students with interests in any of the family and consumer sciences career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: 12
- Recommended Prerequisites: At least 4 credits in a logical sequence of courses in the student's family and consumer sciences career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Academic content standards to be achieved will vary according to each student's career plan. Each topic listed in the course description should be addressed, with opportunities for authentic applications of content standards and competencies provided in all programs. <http://doe.in.gov/octe/facs/cofacs.html>
- Curriculum Framework: <http://doe.in.gov/octe/facs/cofacs.html>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) family and consumer sciences teacher <http://doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
 - Agriculture, Food & Natural Resources
 - Architecture & Construction
 - Arts, AV Technology & Communications
 - Education & Training
 - Government & Public Administration
 - Health Science
 - Hospitality and Tourism
 - Human Services
 - Manufacturing
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION (Including Related Instruction and On-The-Job Training)

5902

(ICE)

CIP Code: (Based on Student's Career Pathway)

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities. Because each student's on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student's own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance.

- Recommended Grade Level: 12
- Recommended Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated: <http://www.doe.in.gov/octe/bme/curriculum/CooperativeEducation.htm>
- Teacher Requirements: A vocationally licensed teacher with co-operative emphasis must teach this course <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed teacher per assignment code <http://doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

**MARKETING FIELD EXPERIENCE
(RELATED INSTRUCTION/ON-THE-JOB TRAINING)**

5990

(MRKT FE)

CIP Code: Based on Student's Career Pathway

May use any CIP from Marketing and Business in addition to those listed below.

09.0903 Advertising, 52.0207 Customer Service Management, 52.0803 Banking and Financial Support Services, 52.0905 Restaurant/Food Services Management, 52.1803 Retailing and Retail Operations, 52.1804 Selling Skills and Sales Operations, 52.1899 General Merchandising, Sales, and Related Marketing Operations, Other, 52.1904 Apparel & Accessories Marketing Operations

Marketing Field Experience is a marketing course that requires two components: related classroom instruction and cooperative work experience with school release time available. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Students participating in this course will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. The instruction should be planned and organized around the activities associated with specific objectives and career clusters. The classroom instruction for the related instruction component may be a blend of both group and individual instruction. Instructional strategies may include a school-based enterprise, computer-technology applications, real and/or simulated occupational experiences, and projects in marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 12
- Recommended Prerequisite: Marketing Foundations or a specialized marketing course
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsme.htm>
- Teacher Requirements: A vocationally licensed (CTE) marketing teacher must teach this course <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed marketing teacher <http://doe.in.gov/octe/>
- Career Clusters: A component for several pathways in the Marketing, Sales & Service and the Hospitality & Tourism career clusters. A recommended component for several career pathways in the following career clusters:
 - Agriculture, Food & Natural Resources
 - Arts, A/V Technology & Communications
 - Business, Management & Administration
 - Finance
 - Hospitality & Tourism
 - Marketing, Sales & Service
 - Transportation, Distribution & Logistics
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

TRADE & INDUSTRIAL COOPERATIVE TRAINING
(Including Related Instruction and On-The-Job Training)

5892

(TICE)

CIP Code: (Based on Student's Career Pathway)

Trade and Industrial Cooperative Training (formerly ICT) is defined as instruction planned to develop occupational skills, safety practices, technical knowledge, and related occupational information for the purpose of preparing persons for initial employment in industrial occupations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Trade and Industrial Cooperative Training method of instruction.

Related Instruction that is classroom-based instruction should be organized and planned around the activities associated with both the students' individual jobs and the students' career objectives in industrial occupations. It is to be taught during the same semesters as the students are receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught as principles in school and are to be applied and tested on the job. The sequence of related instructional topics in school should be continuously correlated with the sequence of the students' job activities. Because the students' on-the-job activities will vary according to the types of industrial occupations in which they have been placed, part of the related instructional time needs to be individualized, in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to the students' own jobs, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments. For the students to become occupationally competent and therefore employable, the related instruction should cover, in varying proportions: (a) general occupational content standards, (b) specific occupational content standards, and (c) specific job content standards.

On-the-Job Training is actual work experience in industrial occupations that is related to the students' career objectives. During this training, the students should have the opportunity to apply the concepts, skills, and attitudes taught as principles in the Related Instruction class, as well as the skills and knowledge that have been learned in other courses. The students are to be placed on-the-job under the direct supervision of experienced employees who serve as the on-the-job trainers in accordance with pre-determined training plans and agreements and assist in evaluating the students' job performance.

- Recommended Grade Level: 12
- Recommended Prerequisite: At least 4 credits in a logical sequence of courses in the student's trade and industrial career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Academic and technical content standards to be achieved will vary according to each student's career plan.
- Teacher Requirements: A vocationally licensed (CTE) Trade and Industrial teacher with cooperative coordinator endorsement must teach this course
<http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed Trade and Industrial teacher with cooperative coordinator endorsement
<http://doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
 - Architecture & Construction
 - Arts, AV Technology & Communications
 - Human Services
 - Law, Public Safety, Corrections & Security
 - Manufacturing
 - Science, Technology, Engineering & Mathematics
 - Transportation, Distribution & Logistics
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>